DOCUMENT RESUME

ED 164 063 JC 790 072

TITLE	Institutional Research, Fiscal Year 1978: Evaluations. Research Monographs II, IV, and V.
INSTITUTION	South Oklahoma City Junior Coll., Okla.
PUB DATE	78
NOTE	22p.; Parts may be marginally legible due to small print
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Classrooms; Community Colleges; *Facility Utilization Research; Institutional Research; Instructional Materials Centers; Instructional Media; *Junior Colleges; Management; *Participant Satisfaction; School Surveys; *Use Studies; Workshops

ABSTRACT

The first of the three research studies presented in this collection focuses on student, faculty, and staff evaluation of media production and distribution at South Oklahoma City Junior College. Results from the questionnaire surveys revealed that students used the Learning Resource Center two to three times a month, while faculty and staff used it about once a week; and that there was general satisfaction with media production in areas of audio, visual, photography, graphics, composing, and printing. The second study examined classroom usage, excluding lab space and conference rooms, for three consecutive semesters during 1977 and 1978, establishing a consistent pattern of heaviest usage in late mornings, Monday through Friday; early afternoon, Monday through Thursday; and after 5:30 p.m., Monday through Thursday. The third report summarizes the evaluation of a two-day management workshop to facilitate future planning and increase intraschool communication. The workshop had three sessions: the first, a report on the progress being made on each of the 1977-78 institutional goals; the second, small group discussion of assessment and placement of students, the enrollment process, and scheduling of classes; and the third, a presentation on management and communication skills. Responses received from 19 of the 21 participants indicated that 89% felt the workshop was excellent. Data tables and evaluation instruments are included. (HB)

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INSTITUTIONAL RESEARCH

FISCAL YEAR 1978

Evaluations

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JC 790 072

South Oklahoma City Junior College

Office of Planning and Development

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EVALUATION OF MEDIA PRODUCTION AND DISTRIBUTION

RESEARCH MONOGRAPH II

Office of Planning and Development
September, 1977

In an attempt to get some input from students, faculty, and staff on media production and media distribution (LRC), three questionnaires were distributed. Two of the questionnaires were given to all faculty and staff during February and March, 1977. The first dealt with media production; the second with media distribution. The response rates for these questionnaires were 16 percent for the one on production and 35 percent for the one on distribution. The third questionnaire was distributed to a 10 percent sample of day classes and a 10 percent sample of night classes in December, 1976; a total of 332 students responded. (A response rate cannot be determined, but all classes were contacted and some students in each class responded to the questionnaire.)

In general, the results indicated a relatively positive feeling by both groups about the services in media distribution and production.

Looking at media distribution, the students indicated they used the LRC two to three times a month, while faculty and staff indicated about once a week. In both groups, Sunday was the least used time, while the students indicated afternoons and evenings as their most popular time and the staff indicated mornings as the time they most often used the LRC. When asked about waiting time at the circulation desk, faculty and staff felt they waited less than a minute, while students felt it was between one and three minutes. Faculty and staff felt books, reference books, and reserve books were average to below average, while audio-visual materials were rated as above average to average. The students felt the various books and audio-visual materials were good to average. Students indicated that they most often used the books and least often used

newspapers; faculty and staff indicated also that newspapers were the least often used, but they most often used audio-visual materials.

The second questionnaire distributed to faculty and staff only dealt with media production. The components being considered were audio, visual, photography, graphics, composing, and printing. All but printing was used from once a month to two or three times a semester; printing was used from once a week to two or three times a month. All services were most frequently used in the afternoon period. The six areas under consideration had an average rating between one and two (one being the highest and five being the lowest) on all other questions dealing with the quality and type of service. This indicates that most of the time those responding felt the services were what they needed to be. When asked to give an overall rating (on a one-to-three scale) of media production, the average came out a 1.6 indicating that people were generally satisfied with media production.

For more specific data, feel free to check at the Research Office.

STUDENT SURVEY

LEARNING RESOURCES CENTER (LRC)

Media Distribution

1. I am currently enrolled in: less than 12 hours____; 12 or more hours____.

2. I have been attending SOCJC: Less than 1 year____.
   1 to 2 years____.
   2 or more years____.

3. I am currently enrolled in: only day classes____.
   only night classes____.
   both day and night classes____.

4. My major is_____.

5. Have you used the services of the LRC? Yes____. No_____.
   If yes, please check LRC services used:

Checkout desk____.	Slide projector____.
Card catalog____.	Reference materials____.
Magazine index____.	Browsed for book to read____.
Read new Magazines____.	Checkout, reserve materials____.
Help from Librarian____.	View film strip____.
View slide tape____.	Cassette tape player____.
Study____.	Other_____.
View video tape____.	

6. Have you received an orientation/tour of the LRC services/facilities?
   Yes____. No____.

If yes, did it help you to feel comfortable and knowledgable enough to use the LRC?	If no, would you prefer that LRC services/ facilities be described to you by:
Yes____. No____.	Orientation/tour____.
	Audio/Visual program____.
	Handbook____.

7. During a typical semester, I use the LRC:

Daily____.	2 to 3 times per month____.
Once a week____.	Once a month____.
2 to 3 times per week____.	Less than once a month____.

8. Of the time periods listed below, I most frequently use the LRC:
   (Please rank with #1 being most used and #4 being least used.)

LRC HOURS OF OPERATION	
Morning	7:45 A.M. to 12:00 noon _____.
Afternoon	12:00 noon to 5:00 P.M. _____.
Evening	5:00 P.M. to 10:00 P.M. _____.
Sunday	1:00 P.M. to 5:00 P.M. _____.

   How do you rate the above listed LRC hours of operation? (Circle response).
   Above average Average Below average

9. When at the Circulation Desk to check out materials, I normally:

Do not have to wait____.	Have to wait 1-3 minutes____.
Have to wait less than 1 minute____.	Have to wait over 3 minutes____.

10. Please check the item below which best describes your experience in locating materials in the LRC:

Easy to locate materials without assistance____.
Relatively easy to locate materials but some assistance required____.
Difficult to locate materials and assistance is normally required____.
Don't know____.

11. When I require assistance in locating materials, I normally

Do not have to wait____.
Have to wait less than 1 minute____.
Have to wait 1-3 minutes____.
Have to wait over three minutes____.

12. I would rate the quality of the following LRC learning materials as

	Good	Average	Poor	Do not know
Books	____	_____	____	_____
Reserve books	____	_____	____	_____
Reference materials	_____	_____	____	_____
Audio/Visual Materials	____	_____	____	_____
Other_____	____	_____	____	____ _____

13. Of the following LRC learning Materials, please rank in order of most used (#1 being most used to #6 being least used):

Books____.
Reserve books____.
Newspapers____.
Reference Materials____.
Audio/Visual materials____.
Magazines____.

14. How often do you find that LRC material requested is available when needed?

	(Always) 1	2	3 (Half of the time)	4	(Never) 5
Books	____	____	____	____	____
Reserve books	____	____	____	____	____
Reference materials	____	____	____	____	____
Audio/Visual materials	____	____	____	____	____
Magazines	____	____	____	____	____
Newspapers	____	____	____	____	____

15. How often do you find that LRC Audio/Visual equipment requested is available when needed:

TV/Video tape players	____	____	____	____	____
Cassett Audio/tape players	____	____	____	____	____
Slide projectors	____	____	____	____	____
Filmstrip viewers	____	____	____	____	____
Film loop projectors	____	____	____	____	____
Tape recorders	____	____	____	____	____

16. How often do you find that LRC Audio/Visual equipment is is operating properly?

TV/Video tape players	____	____	____	____	____
Cassette Audio tape players	____	____	____	____	____
Slide projectors	____	____	____	____	____
Film strip viewers	____	____	____	____	____
Film loop projectors	____	____	____	____	____
Tape recorders	____	____	____	____	____

17. How often do you find the noise level in the LRC distracting?

(Always)		(Half of the time)		(Never)
1	2	3	4	5
_____	_____	_____	_____	_____

18. Audio/Visual learning materials in the LRC help meet the learning objectives set by instructors?

_____	_____	_____	_____	_____

19. When I need assistance from LRC personnel in the operation of LRC Audio/Visual equipment:

I do not have to wait____.
I have to wait less than 1 minute____.
I have to wait 2-3 minutes____.
I have to wait over 3 minutes____.

20. Of the Audio/Visual equipment listed below, which do you use the most? (Please rank with 1 being most used and 6 being least used.)

TV/Video tape player____.
Slide projector____.
Tape recorder____.
Cassette player____.
Filmstrip viewer____.
Film loop projector____.

21. Please list additional materials that you need but are not currently available from the LRC. (Please be as specific as possible.)

_____

_____

22. My overall judgment of my experience with the LRC is: (Circle response.)

Above average Average Below average

QUESTIONNAIRE TO STUDENTS ATTENDING SOUTH OKLAHOMA CITY JUNIOR COLLEGE

A committee is looking at the use of "M" as a letter grade, and we would appreciate knowing your feelings about its use.

1. To me the "M" grade is:

   ____a. An advantage

   ____b. A Disadvantage

   ____c. Neither an advantage nor a disadvantage

2. If you could change the grading system at South Oklahoma City Junior College:

   ____a. Would you leave it the same?

   ____b. Would you change it to the traditional "ABCD&F" Grading system?

   ____c. Other: _____

   _____

   _____

3. The major advantage, as you see it, of the "M" grade is:

   _____

   _____

   _____

4. The major disadvantage, as you see it, of the "M" grade is:

   _____

   _____

   _____

5. Other students have indicated to me the following about the use of "M":

   _____

   _____

   _____

In trying to identify those publicity activities which are most useful, we would appreciate your responding to the following questions. Look at each activity and then answer Question I and Question II for each activity.

ACTIVITY	QUESTION I: Are you aware the following activities have been carried out?		QUESTION II: Rate each activity as to its usefulness in giving student information about SOCJC.		
	YES	NO	VERY USEFUL	USEFUL	NOT USEFUL
1. Booth at State Fair					
2. Booth at Kerr Center during Indian Awareness Week					
3. Advertising about classes on television and radio					
4. Advertising about classes in newspapers					
5. Transit sign at 74th and South May					
6. Brochures on special classes being offered distributed					
7. Posters in area businesses					
8. Listing the class schedule in "Pioneer"					
9. Schedules mailed to homes. Did you receive one? Yes___ No___					
10. Presentations made by staff members at various group meetings and agencies in area					
11. Letters sent to directors of various agencies and groups in the area					
12. Staff members making presentations at area high schools					
13. Staff members making presentations at G.E.D. classes					
14. Telephone contact of students. Did you receive one? Yes___ No___					

Other ways you have heard about SOCJC -

1._____

2._____

3._____

CLASSROOM USAGE FOR THREE CONSECUTIVE MAJOR ENTRY POINTS

RESEARCH MONOGRAPH IV

Office of Planning and Development
November, 1977

The data contained in Tables I, II, and III was obtained through use of the schedule for major entry points 2 and 4 in fiscal 1977 and for entry 2 in fiscal 1978. The count of classes does not include any non-credit courses offered through the Community Service Department. In entry 2, fiscal 1977, 34 rooms were used as the base on which percentages were calculated; this number does not include lab space or conference rooms. In entry 4, fiscal 1977, 35 rooms were used as the base; this does not include lab space or conference rooms. For entry 2, fiscal 1978, four rooms were added to have a base of 39 rooms, here again, excluding lab space and conference rooms. The number of conference rooms used increased each semester from two in entry 2, fiscal 1977; to four in entry 4, fiscal 1977; and to six in entry 2, fiscal 1978. Conference rooms cannot be scheduled during the day but can be scheduled for classes after 5:00 p.m. This accounts for the percent of usage going over 100 in the evenings.

As can be seen in the tables, the pattern of usage appears to be similar across all semesters with heaviest usage in late morning, Monday through Friday; early afternoon, Monday through Thursday; and after 5:30 p.m., Monday through Thursday.

TABLE I

ENTRY 2 - FISCAL 1977

	Mon.	Tues.	Wed.	Thurs.	Fri.
7:30	1 - 2.9%	1 - 2.9%	1 - 2.9%	1 - 2.9%	1 - 2.9%
8:00	1 - 2.9%	1 - 2.9%	1 - 2.9%	1 - 2.9%	1 - 2.9%
8:30	16 - 47.1%	2 - 5.9%	15 - 44.1%	2 - 5.9%	14 - 41.2%
9:00	16 - 47.1%	13 - 38.2%	15 - 44.1%	13 - 38.2%	14 - 41.2%
9:30	20 - 58.8%	13 - 38.2%	19 - 55.9%	13 - 38.2%	17 - 50.0%
10:00	20 - 58.8%	12 - 35.3%	19 - 55.9%	12 - 35.3%	17 - 50.0%
10:30	28 - 82.4%	20 - 58.8%	23 - 67.6%	20 - 58.8%	20 - 58.8%
11:00	28 - 82.4%	20 - 58.8%	23 - 67.6%	20 - 58.8%	20 - 58.8%
11:30	18 - 52.9%	17 - 50.0%	14 - 41.2%	17 - 50.0%	11 - 32.4%
12:00	17 - 50.0%	0 - 0%	14 - 41.2%	0 - 0%	11 - 32.4%
12:30	2 - 5.9%	0 - 0%	2 - 5.9%	0 - 0%	2 - 5.9%
1:00	8 - 23.5%	27 - 79.4%	8 - 23.5%	24 - 70.6%	4 - 11.8%
1:30	23 - 67.6%	28 - 82.4%	22 - 64.7%	24 - 70.6%	9 - 26.5%
2:00	23 - 67.6%	26 - 76.5%	22 - 64.7%	22 - 67.4%	9 - 26.5%
2:30	10 - 29.4%	11 - 32.4%	9 - 26.5%	5 - 14.7%	1 - 2.9%
3:00	6 - 17.6%	9 - 26.5%	5 - 14.7%	5 - 14.7%	
3:30	7 - 20.6%	7 - 20.6%	7 - 20.6%	5 - 14.7%	
4:00	7 - 20.6%	0 - 0%	7 - 20.6%	0 - 0%	
4:30	5 - 14.7%	0 - 0%	4 - 11.8%	0 - 0%	
5:00	2 - 5.9%	0 - 0%	1 - 2.9%	0 - 0%	
5:30	34 -100.0%	28 - 82.4%	24 - 70.6%	24 - 70.6%	
6:00	34 -100.0%	31 - 91.2%	26 - 76.5%	30 - 88.2%	
6:30	34 -100.0%	35 -102.5%	26 - 76.5%	34 -100.0%	
7:00	34 -100.0%	29 - 85.3%	36 - 76.5%	29 - 85.3%	
7:30	28 - 82.4%	25 - 73.5%	22 - 64.7%	25 - 73.5%	
8:00	24 - 70.6%	21 - 61.8%	13 - 38.2%	26 - 76.5%	
8:30	24 - 70.6%	21 - 61.8%	13 - 38.2%	26 - 76.5%	
9:00	22 - 64.7%	22 - 64.7%	13 - 38.2%	27 - 79.4%	
9:30	22 - 64.7%	19 - 55.9%	13 - 38.2%	24 - 70.6%	
10:00	17 - 50.0%	14 - 41.2%	11 - 32.4%	17 - 50.0%	
10:30					

TABLE II

ENTRY 4 - FISCAL 1977

	Mon.	Tues.	Wed.	Thurs.	Fri.
7:30	0 - 0%	1 - 2.9%	0 - 0%	1 - 2.9%	0 - 0%
8:00	0 - 0%	1 - 2.9%	0 - 0%	1 - 2.9%	0 - 0%
8:30	16 - 45.7%	4 - 11.4%	17 - 48.6%	3 - 8.6%	15 - 42.9%
9:00	16 - 45.7%	17 - 48.6%	17 - 48.6%	16 - 45.7%	15 - 42.9%
9:30	25 - 71.4%	18 - 51.4%	26 - 74.3%	16 - 45.7%	20 - 57.1%
10:00	23 - 65.7%	17 - 48.6%	23 - 65.7%	14 - 40.0%	19 - 54.3%
10:30	27 - 77.1%	21 - 60.0%	27 - 77.1%	22 - 62.9%	23 - 65.7%
11:00	27 - 77.1%	21 - 60.0%	27 - 77.1%	22 - 62.9%	22 - 62.9%
11:30	21 - 60.0%	19 - 54.3%	22 - 62.9%	20 - 57.1%	18 - 51.4%
12:00	21 - 60.0%	0 - 0%	21 - 60.0%	0 - 0%	18 - 51.4%
12:30	11 - 31.4%	0 - 0%	6 - 17.1%	0 - 0%	5 - 14.3%
1:00	11 - 31.4%	27 - 77.1%	6 - 17.1%	25 - 71.4%	5 - 14.3%
1:30	19 - 54.3%	28 - 80.0%	15 - 42.9%	26 - 74.3%	3 - 8.6%
2:00	19 - 54.3%	27 - 77.1%	15 - 42.9%	25 - 71.4%	3 - 8.6%
2:30	14 - 40.0%	12 - 34.3%	11 - 31.4%	10 - 28.6%	
3:00	11 - 31.4%	12 - 34.3%	8 - 22.9%	9 - 25.7%	
3:30	6 - 17.1%	12 - 34.3%	5 - 14.3%	9 - 25.7%	
4:00	6 - 17.1%	5 - 14.3%	5 - 14.3%	3 - 8.6%	
4:30	3 - 8.6%	4 - 11.4%	2 - 5.7%	2 - 5.7%	
5:00	4 - 11.4%	2 - 5.7%	2 - 5.7%	1 - 2.9%	
5:30	31 - 88.6%	34 - 97.1%	26 - 74.3%	33 - 94.3%	
6:00	30 - 85.7%	38 - 108.6%	27 - 77.1%	38 - 108.6%	
6:30	30 - 85.7%	41 - 117.1%	28 - 80.0%	42 - 120.0%	
7:00	29 - 82.9%	35 - 100.0%	28 - 80.0%	37 - 105.7%	
7:30	25 - 71.4%	29 - 82.9%	24 - 68.6%	30 - 85.7%	
8:00	19 - 54.3%	25 - 71.4%	12 - 34.3%	26 - 74.3%	
8:30	19 - 54.3%	25 - 71.4%	12 - 34.3%	26 - 74.3%	
9:00	18 - 51.4%	26 - 74.3%	12 - 34.3%	26 - 74.3%	
9:30	17 - 48.6%	23 - 65.7%	11 - 31.4%	23 - 65.7%	
10:00	16 - 45.7%	17 - 48.6%	9 - 25.7%	18 - 51.4%	
10:30					

TABLE III

ENTRY 2 - FISCAL 1978

	Mon.	Tues.	Wed.	Thurs.	Fri.
7:30					
8:00	10 - 25.6%	11 - 28.2%	12 - 30.8%	12 - 30.8%	9 - 23.1%
8:30	11 - 28.2%	11 - 28.2%	12 - 30.8%	12 - 30.8%	10 - 25.6%
9:00	21 - 53.8%	13 - 33.3%	21 - 53.8%	13 - 33.3%	18 - 46.2%
9:30	21 - 53.8%	25 - 64.1%	21 - 53.8%	25 - 64.1%	18 - 46.2%
10:00	31 - 79.5%	26 - 66.7%	30 - 76.9%	25 - 64.1%	24 - 61.5%
10:30	31 - 79.5%	26 - 64.1%	30 - 76.9%	23 - 59.0%	24 - 61.5%
11:00	28 - 71.8%	18 - 46.2%	23 - 59.0%	18 - 46.2%	20 - 51.3%
11:30	27 - 69.2%	18 - 46.2%	22 - 56.4%	18 - 46.2%	20 - 51.3%
12:00	7 - 17.9%	18 - 46.2%	4 - 10.3%	17 - 43.6%	3 - 7.7%
12:30	6 - 15.4%	0 - 0%	4 - 10.3%	0 - 0%	3 - 7.7%
1:00	16 - 41.0%	1 - 2.6%	12 - 30.8%	1 - 2.6%	5 - 12.8%
1:30	17 - 43.6%	21 - 79.5%	13 - 33.3%	29 - 74.4%	6 - 15.4%
2:00	12 - 30.8%	32 - 82.1%	9 - 23.1%	29 - 74.4%	2 - 5.1%
2:30	10 - 25.6%	33 - 84.6%	8 - 20.5%	29 - 74.4%	2 - 5.1%
3:00	4 - 10.3%	11 - 28.2%	5 - 12.8%	12 - 30.8%	
3:30	4 - 10.3%	9 - 23.1%	5 - 12.8%	11 - 28.2%	
4:00	1 - 2.6%	8 - 20.5%	2 - 5.1%	10 - 25.6%	
4:30	1 - 2.6%	0 - 0%	2 - 5.1%	1 - 2.6%	
5:00	1 - 2.6%	0 - 0%	2 - 5.1%	1 - 2.6%	
5:30	39 - 100.0%	42 - 107.7%	39 - 100.0%	38 - 97.4%	
6:00	39 - 100.0%	42 - 107.7%	39 - 100.0%	42 - 107.7%	
6:30	39 - 100.0%	42 - 107.7%	38 - 97.4%	42 - 107.7%	
7:00	38 - 97.4%	42 - 107.7%	37 - 94.9%	39 - 100.0%	
7:30	34 - 87.2%	38 - 97.4%	35 - 89.7%	33 - 84.6%	
8:00	23 - 59.0%	29 - 74.4%	24 - 61.5%	26 - 66.7%	
8:30	23 - 59.0%	29 - 74.4%	24 - 61.5%	26 - 66.7%	
9:00	21 - 53.8%	29 - 74.4%	24 - 61.5%	26 - 66.7%	
9:30	19 - 48.7%	26 - 66.7%	23 - 59.0%	23 - 59.0%	
10:00	15 - 38.5%	20 - 51.3%	21 - 53.8%	18 - 46.2%	
10:30					

AN EVALUATION OF THE MANAGEMENT WORKSHOP,
November 17-18, 1977

RESEARCH MONOGRAPH V

Office of Planning and Development
December, 1977

South Oklahoma City Junior College held a management workshop in November of 1977 to facilitate future planning and to increase intraschool communication. The agenda of the two-day workshop had three relatively discrete sessions - the first, a report on the progress being made on each of the 1977-78 institutional goals; the second, the discussion in small groups of three special topics (assessment and placement of students, the enrollment process, and the scheduling of classes); the third, an outside speaker, Dr. William Boast, whose topic was needed skills in management and communications.

A general evaluation (Table I) of the workshop was filled out by 19 of the 21 participants at the end of the workshop. The responses to the questionnaire can be seen in Table II. But basically 89 percent of those responding felt the workshop was excellent, and none felt it was poor. On a scale of one-to-five, with one being "very good" and five being "very poor," the speaker received a mean rating of 1.47 while the group discussions received a mean rating of 2.62. The weaknesses most often indicated were: 1) The group discussions needed more definition and direction; 2) A need for the workshop to be out of town; 3) A need for more time to interact with the speaker; and 4) A lack of social and evening activities. The strengths most often indicated were: 1) The speaker (Dr. Boast); 2) The opportunity to get together; and 3) The openness and sharing. There were a number of suggestions made about topics, but the one which appeared most often was the suggestion to have Dr. Boast back for a longer session.

It would appear then that Session I was received without any problems by everyone; Session II needed to be more clear as to end results through the leaders being better prepared and the groups having more understanding of their mission; and Session III was seen as being very beneficial and thoroughly enjoyed by the majority of people attending the workshop.

TABLE I

EVALUATION OF MANAGEMENT WORKSHOP
November 17-18, 1977

In an attempt to strengthen future workshops, we would appreciate your assessment of this workshop. Please complete the form below and turn it in before leaving.

1. *Overall, how would you rate the workshop?*

   ____ *Excellent* ____ *Average* ____ *Poor*

2. *Please rate the following workshop activities on a one-to-five scale, with one being "very good" and five being "very poor."*

   ____ *Speaker* ____ *Group Discussions (on Scheduling, Assessment & Enrollment)*

3. *Please describe two weaknesses of this workshop.*

   1) _____

   2) _____

4. *Please describe two strengths of this workshop.*

   1) _____

   2) _____

5. *What suggestions do you have for future management workshops in terms of topics covered and types of sessions?*

   _____

   _____

   _____

6. *What should the length of future management workshops be?* _____

7. *I prefer the next meeting be held:*

   ____ *On campus* ____ *In Oklahoma City, away from campus*

   ____ *At a state lodge* ____ *Other (Please specify.)* _____

8. *Please list any other comments or suggestions concerning this or subsequent workshops.*

   _____

   _____

   _____

   _____

TABLE II

RESPONSES TO THE EVALUATION OF THE MANAGEMENT WORKSHOP

QUESTION	# OF RESPONSES	% OF TOTAL OF MEAN RATING
1) Ratings of the overall workshop:		
a) Excellent	17	89.5%
b) Average	2	10.5%
c) Poor	0	0%
2) Ratings of events:		
a) The speaker	19	Mean 1.47
b) The group discussions	17	Mean 2.62
3) Indicated weaknesses included:		
a) More definition and direction of purpose of groups.	6	
b) More time for discussion with speaker.	3	
c) Cattle on freeway.	1	
d) Speaker brought about frame of mind for brainstorming session.	1	
e) Lack of social evening activities.	3	
f) Need to be out-of-town.	4	
g) Some people did not leave work at school.	1	
h) Interruptions - people late, called away, etc.	1	
i) Lack of informal interaction.	1	
j) Some misunderstanding of goals.	1	
k) Cold coffee on Thursday P.M.	1	
l) Group leaders did not understand charge.	1	
m) No formal or informal gathering at end of day.	1	
n) Lack of solutions to problems - maybe this was intent but could have been a good time for solutions.	1	
o) Topics for discussion.	1	
4) Indicated strengths included:		
a) Openness and freedom to discuss topics.	1	
b) Speaker (best ever had).	15	
c) Opportunity to get together.	2	
d) Pre-circulated materials.	1	
e) Making all areas aware of common problems.	1	
f) The atmosphere of searching for solidarity.	1	
g) To be able to discuss common problems with all areas.	1	
h) Openness, sharing.	2	
i) Increasing knowledge of big picture.	1	
j) Smaller groups.	1	
k) Groups did good work but slow starting.	1	
l) Bringing in an expert on a timely topic.	1	
m) Gain awareness of other areas.	1	
n) Sincerity of addressing topics.	1	
o) Dealt with critical problems.	1	
p) Topics were relevant.	1	

QUESTION	# OF RESPONSES	% OF TOTAL OF MEAN RATING
5) Suggestions for future workshops included:		
a) Continue small groups approach - what if sessions dealing with funding, occupation-tech question, multi-campus, retrenchment, etc.	1	
b) A strictly futuristic session - "Where will we be in five years?"	1	
c) Long-range planning.	1	
d) Achieving group solidarity.	1	
e) Coping with more change.	1	
f) City and district expansion.	1	
g) Workshop targeted to "outreach."	1	
h) Interested in more depth on Bill Boast's subject - "Right Left Balanced Management."	1	
i) Out-of-town - Topics: Retention, Involvement, Marketing.	1	
j) Having Bill Boast back.	3	
k) Change composition of small groups during the day.	1	
l) Similar to this - maximize workshop as opposed to seminar.	1	
m) Put parameters on big picture.	1	
n) Should cover broader range of objectives.	1	
o) Discussion leaders need more preparation.	1	
6) Length of future workshops		
a) Two days	19	100%
7) The meeting should be:		
a) On campus	0	0%
b) At state lodge	10	52.6%
c) In Oklahoma City, away from campus	7	36.8%
d) Other - "don't care"	2	10.5%
8) Other suggestions included:		
a) I feel good! If in Oklahoma City, don't start at 8:00 a.m. when rush hour affects location.	1	
b) Have group discussion wrap-up.	1	
c) Best we have had. All activities related to improvement of the overall and was applicable to all areas.	1	
d) Bill Boast was excellent - like idea of using outside resource people - would like them to be with us more.	2	
e) One or more meals together - evening activity.	1	
f) Getting out of town promotes common experiences.	1	